

## Meade School District Improvement/Progress Report Form

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| <b>Principle: 3</b> Appropriate Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                |                                        |                                                         |                                                          |
| <b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)<br><u>ARSD 24:05:25:04 Evaluation procedures</u><br>In three student files, evaluations did not include the area of behavior. File information reviewed indicated the presence of behavior concerns, including the requirement for continuous prompts, late assignments, inappropriate behavior, missing materials requires assistance to complete independent work.         |                                |                                        |                                                         |                                                          |
| <b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.<br>The district ensures evaluation/reevaluation including the area of behavior meets the minimum requirements.                                                                                                                                                                                                                     |                                |                                        |                                                         |                                                          |
| <b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b><br><br><b>100% of the referrals and three year re-evaluations that have behavioral concerns will be addressed in the evaluation process by 1-1-06.</b> |                                |                                        |                                                         |                                                          |
| <b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.                                                                                                                                                                                                                                                                                                                               | <b>Timeline for Completion</b> | <b>Person(s) Responsible</b>           | <b>6 month progress</b><br>Record date objective is met | <b>12 month progress</b><br>Record date objective is met |
| 1. What will the district do to improve?<br><br><b>Director will inservice staff on identifying behavior concerns prior to evaluation.</b><br><br>What data will be given to SEP to verify this objective?<br><br><b>Data will be submitted to SEP on the percentage or number of files that link behavioral concerns to the evaluation process.</b>                                                                                                                                     | <b>January 1, 2006</b>         | <b>Sped Teachers<br/>Sped Director</b> | <b>Goal Met<br/>2/2/06</b>                              | <b>(Filled in by SEP)</b>                                |

6month IPPR Due: 3/3/06 Received 2/1/06

Closed: 2/2/06

Please explain the data

**Meade School District 46-1 Special Services Department met on August 25, 2006 and was in-serviced on identifying behavior concerns prior to evaluation.**

**The Special Education teachers were reminded that a behavioral evaluation must accompany any concerns of a student being unorganized, fidgety, off task, in fights, never prepared, etc. The teachers were also prompted to use the section in the IEP *Does the student's general classroom behavior impede his or her learning or that of others* more frequently as this is an area to fill out in a pro-active manner. Teachers now use this section to write in positive strategies that are used to curb a student's behavior.**

**Since September 1, 2005, sixteen students with behavior concerns went through an initial or three year re-evaluation. All sixteen students had behavioral assessments conducted. When appropriate, students also filled out BASC questionnaires and their results were tabulated. Knowing how a student perceives themselves really gives the IEP team insightful information that is integrated into the Present Levels of Performance page.**

## Meade School District Improvement/Progress Report Form

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| <b>Principle: 3</b> Appropriate Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                    |                                |                                                                                     |                                                         |                                                          |
| <b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)<br><u>ARSD 24:05:24:01:09 Developmental delay defined</u><br>A student with a date of birth 12-7-97 was evaluated in September and October of 2004. The student turned 6 on 12-7-03 therefore, the evaluation was not completed prior to the student's 6 <sup>th</sup> birthday.                                                                  |                                |                                                                                     |                                                         |                                                          |
| <b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.<br>The district ensures evaluations for eligible students are completed prior to the student's 6 <sup>th</sup> birthday.                                                                                                                                                                                |                                |                                                                                     |                                                         |                                                          |
| <b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b><br><br><b>100% of the students turning age 6 will be evaluated prior to the 6<sup>th</sup> birthday with 100% accuracy.</b> |                                |                                                                                     |                                                         |                                                          |
| <b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.                                                                                                                                                                                                                                                                                                    | <b>Timeline for Completion</b> | <b>Person(s) Responsible</b>                                                        | <b>6 month progress</b><br>Record date objective is met | <b>12 month progress</b><br>Record date objective is met |
| 1. What will the district do to improve?<br><br><b>The Special Ed Director will keep data on all students that will turn six in the 2005-2006 School year to ensure they are evaluated prior to the 6<sup>th</sup> birthday.</b><br>What data will be given to SEP to verify this objective?<br><br><b>The district will provide a chart of the number of 5 year olds that were evaluated prior to their 6 year old birthday.</b>                             | <b>January 1, 2006</b>         | <b>Early Intervention teachers, school psychologist, special education director</b> | <b>Goal Met 2/2/06</b>                                  | <b>(Filled in by SEP)</b>                                |

Please explain the data

**A table was established through the Infinite Campus to determine which students would turn 6 this school year. Eight students have turned 6 in the 2005-2006 school year. All eight students were evaluated prior to their 6<sup>th</sup> birthday and eligibility was determined.**

### Meade School District Improvement/Progress Report Form

**PRINCIPLE: 5** Content of IEP

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:27:01.03 Content of IEP**

Each student's individualized education program shall include a statement of measurable annual goals, including benchmarks or short-term objectives related to: meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and meeting each of the student's other educational needs that result from the student's disability.

In 12 of 42 files reviewed, the monitoring team noted annual goals are directly taken from the content standards and therefore broad, vague and not measurable. The words increase, appropriate and improve were consistently used in the writing of annual goals. Example:

- The student will develop and use number sense to investigate the characteristics of numbers in a variety of forms and modes of operation. (G4)
- The student will write effectively for different audiences and specific purposes.
- The student will correctly answer comprehension questions at a 5.3 reading level.
- The student will demonstrate appropriate classroom skills.
- The student will use and apply stimulus, patterns, environment and written work from various media outlets for comprehension (extended standard E.R. 1.2 and 1.3)
- The student will speak effectively in a variety of formal and informal situations.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

6month IPPR Due: 3/3/06 Received 2/1/06

Closed: 2/2/06

The district ensures annual goals are measurable and based on a years projected progress.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

**The Special Education teachers of Meade School District 46-1 will write annual goals that are measurable, not content standard based, and centered on a years projected progress by 1-1-06.**

| <b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.                                                                                                                                                                                                                                                  | <b>Timeline for Completion</b> | <b>Person(s) Responsible</b>           | <b>6 month progress</b><br>Record date<br>objective is met | <b>12 month progress</b><br>Record date<br>objective is met |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|----------------------------------------|------------------------------------------------------------|-------------------------------------------------------------|
| 1. What will the district do to Improve?<br><br><b>Director will inservice teachers in August 2005, on writing goals and objectives that are measurable and not based on content standards.</b><br><br>What data will be given to SEP to verify this objective?<br><br><b>Data will be submitted to SEP on the number of files that were spot-checked and met the stated criteria for measurable goals.</b> | <b>January 1, 2006</b>         | <b>Sped Teachers<br/>Sped Director</b> | <b>Goal Met<br/>2/2/06</b>                                 | <b>(Filled in by<br/>SEP)</b>                               |

Please explain the data

**Meade School District 46-1 Special Services Department met on August 25, 2006 and was in-serviced on writing goals and objectives that are measurable and based on a years projected progress.**

**The Special Education teachers were taught that annual goals are something that are reasonable to accomplish in one year. The goals need to be connected to content standards but not written as such as it makes the goals too broad. Words such as "increase", "appropriate" and "improve" are to be avoided at all times! In addition, the teachers were reminded that all goals and objectives are connected tightly to the Present Level of Performance page.**

**The Special Education teachers were given two packets on examples of well-written goals and objectives. One packet included examples in the areas of listening comprehension and oral expression as this was an area of difficulty for the staff.**

**At all teacher performance evaluations, time is taken to review several IEP files to ensure compliance in all areas. This has been a good but timely process. Heavy emphasis is placed on the wording of the goals and objectives and linking it back to the Present Levels of Performance page.**

**In addition to the spot checking of files during teacher evaluations, in December 2005, teachers were asked to submit one goal and objective page that they felt was well written, concise and measurable. Of the 31 pages submitted, only 1 did not contain the correct criteria. This one page was submitted by a new teacher and she is constantly learning new skills to better her case management skills.**